Reflection sheet Module 2

Gagne’s Chance elements Theory.

Gagne proposes a “differentiated Model of Giftedness and Talent.

Within this model he clearly distinguishes Giftedness and talent.

Giftedness being the untrained superior natural ability or aptitude in one or more areas /domain ..placing the individual in the top 10% among his/ her age peers .

He believes that you must be gifted before you can be talented.

Talent on the other hand emerges from the high aptitudes into systematically trained /developed skills.

That is .. if the opportunities for this aptitude to be realised are available to the individual.

Gagne proposes that there are many factors that determine and direct the realisation of the potential aptitude.

Chance is one of them. The causal factors proposed by Gagne are;

1. Developmental process
2. Intrapersonal catalysts
3. Environmental catalysts
4. Chance.

Chance is a associated with the environment, but is a part of all the elements of listed above. The chance of being born into a particular environment, the type of family, whether the school attended recognises and provides for Gifted and talented students, finance, genetics, personality, interests and so on. So many factors affect whether that gift is ever discovered through the development of their potential talent.

Hence not all gifts are realised and not all talents are developed to their full potential.

**Developmental process**

Their communication skills may not be developed yet.. may be learning in a second language, so understanding of situations/ learning is limited. Can’t express themselves fully.

**Intrapersonal**

Physical and psychological factors still affected by genetic endowment.

**Physical**

Students may have health issues which dominate their time and learning style, opportunities.

**Psychological**

Personality may hinder development as it depends on how a child copes with boredom, failure, lack of motivation. Their self -esteem may be low they may have difficulty concentrating. Their personality type may not be able to cope with these obstacles and therefore learning is slowed or blocked.

**Environmental**

**Macroscopic –**

Which country, city, economic environment, you are born into. Is education available to all? Can they support a gifted programme.

A student born into a war torn country who is unable to attend school and has to work to support their family may never have the opportunity to explore interests of their own and develop their potential talent.

**Microscopic**

A child born to parents who are intellectuals and expect their child to be academic also may put a lot of pressure on the child to succeed. They may provide a lot of opportunities for the child to be involved in a variety of activities to find something they are good at and then will be able to finance the child’s interest in that chosen area to a high level of achievement. Or they may limit the child by controlling their academic direction and not allow the student to follow their interest and passion… in turn blocking the realisation of their potential.

Which factors do you have some influence over?

Motivation, will power, passion, can create a desire to find a way to develop talents.